

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

School Results

School: Farwell Elementary School

District: Lewiston School Department

Code: 1088-1279



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Grade Level Summary Report

School: Farwell Elementary School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1279

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	51			367			13,323			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	47	47		357	356		13,017	13,022		92	92		97	97		98	98	
With an approved accommodation	24	24		124	122		2,712	2,731		51	51		35	34		21	21	
Current LEP Students	0	0		70	70		367	378		0	0		20	20		3	3	
With an approved accommodation	0	0		51	51		186	200					73	73		51	53	
IEP Students	9	9		77	76		2,068	2,071		19	19		22	21		16	16	
With an approved accommodation	9	9		62	60		1,705	1,703		100	100		81	79		82	82	
Students not tested in NECAP	4	4		10	11		306	301		8	8		3	3		2	2	
State Approved	4	4		8	8		248	236		100	100		80	73		81	78	
Alternate Assessment	3	3		7	7		218	211		75	75		88	88		88	89	
First Year LEP	0	0		0	0		7	0		0	0		0	0		3	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	1	1		1	1		23	25		25	25		13	13		9	11	
Other	0	0		2	3		58	65		0	0		20	27		19	22	

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	51	4	0	47	5	11	25	53	10	21	7	15	444	357	11	43	20	26	439	13,017	17	52	20	11	445
MATH	51	4	0	47	9	19	26	55	4	9	8	17	444	356	15	38	17	30	439	13,022	20	46	20	15	444
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Reading Results

School: Farwell Elementary School
District: Lewiston School Department
State: Maine
Code: 1088-1279

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

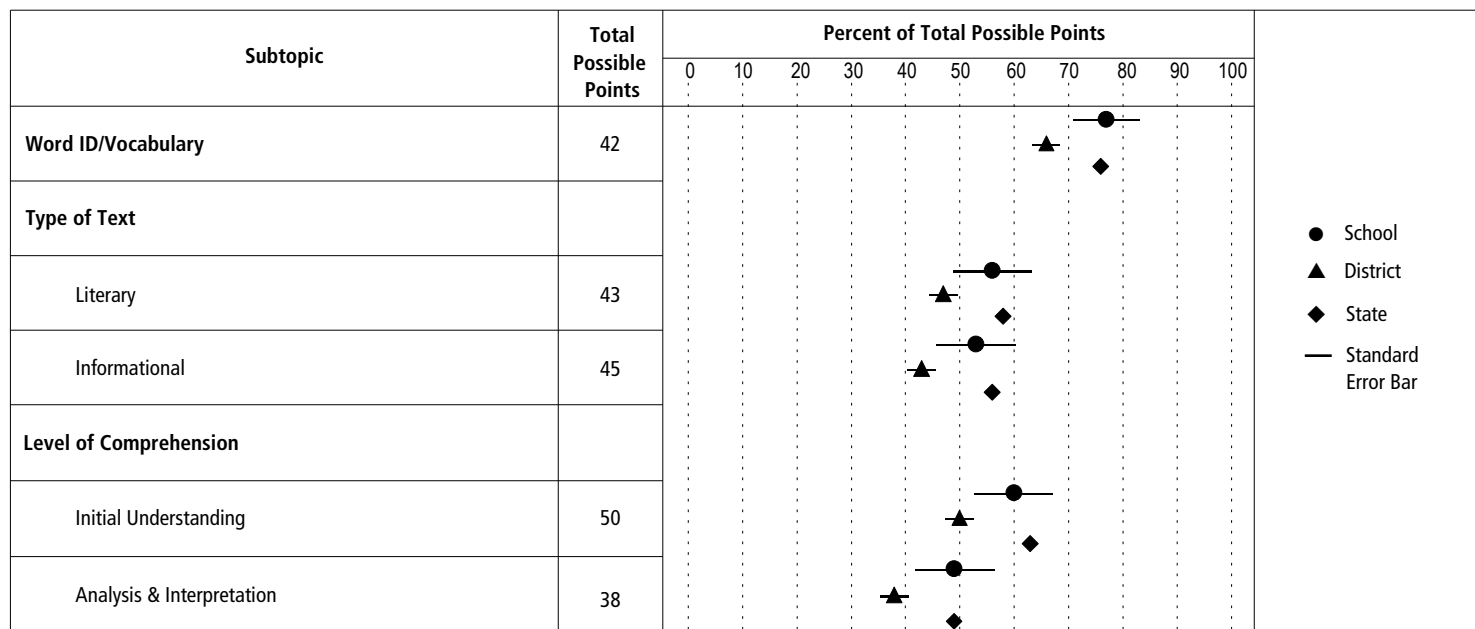
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	42	0	1	41	9	22	17	41	13	32	2	5	447
2011-12	46	8	0	38	6	16	19	50	9	24	4	11	445
2012-13	51	4	0	47	5	11	25	53	10	21	7	15	444
Cumulative Total	139	12	1	126	20	16	61	48	32	25	13	10	445
District													
2010-11	374	16	1	357	59	17	153	43	80	22	65	18	442
2011-12	358	11	2	345	46	13	153	44	82	24	64	19	441
2012-13	367	8	2	357	38	11	154	43	71	20	94	26	439
Cumulative Total	1,099	35	5	1,059	143	14	460	43	233	22	223	21	441
State													
2010-11	13,730	266	89	13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12	13,407	237	67	13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
2012-13	13,323	248	58	13,017	2,153	17	6,807	52	2,622	20	1,435	11	445
Cumulative Total	40,460	751	214	39,495	6,917	18	20,320	51	8,034	20	4,224	11	445





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Disaggregated Reading Results

School: Farwell Elementary School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1279

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	51	4	0	47	5	11	25	53	10	21	7	15	444	357	11	43	20	26	439	13,017	17	52	20	11	445
Gender																									
Male	27	3	0	24	1	4	12	50	6	25	5	21	439	188	6	42	20	32	437	6,715	13	51	22	14	443
Female	24	1	0	23	4	17	13	57	4	17	2	9	448	169	16	44	20	20	442	6,302	20	53	18	8	447
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										14	0	50	21	29	438	238	11	49	28	12	443
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						105	6	54	25	15	441
Asian	0	0	0	0										2						197	31	46	17	6	449
Black or African American	7	1	0	6										98	2	22	24	51	429	375	5	38	25	32	436
Native Hawaiian or Pacific Islander	0	0	0	0										0						17	35	41	24	0	450
White	43	3	0	40	5	13	20	50	10	25	5	13	444	241	15	51	18	16	444	11,908	17	53	20	10	445
Two or more races	0	0	0	0										1						177	15	51	21	12	444
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										70	0	11	29	60	425	367	7	31	30	33	435
Former LEP student - monitoring year 1	0	0	0	0										0						13	54	46	0	0	455
Former LEP student - monitoring year 2	1	1	0	0										0						17	35	35	18	12	450
All Other Students	50	3	0	47	5	11	25	53	10	21	7	15	444	287	13	51	18	18	443	12,620	17	53	20	10	445
IEP																									
Students with an IEP	13	4	0	9										77	3	18	16	64	428	2,068	2	24	32	42	432
All Other Students	38	0	0	38	5	13	23	61	9	24	1	3	447	280	13	50	21	16	443	10,949	19	58	18	5	447
SES																									
Economically Disadvantaged Students	37	3	0	34	3	9	18	53	7	21	6	18	442	262	6	37	23	34	436	6,493	9	49	26	16	441
All Other Students	14	1	0	13	2	15	7	54	3	23	1	8	447	95	23	59	13	5	449	6,524	24	56	15	6	449
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	51	4	0	47	5	11	25	53	10	21	7	15	444	357	11	43	20	26	439	13,009	17	52	20	11	445
Title I																									
Students Receiving Title I Services	19	1	0	18	0	0	9	50	8	44	1	6	440	125	1	34	34	31	433	3,932	8	45	30	16	441
All Other Students	32	3	0	29	5	17	16	55	2	7	6	21	445	232	16	48	13	24	443	9,085	20	55	16	9	447
504 Plan																									
Students with a 504 Plan	3	0	0	3										11	0	45	27	27	435	285	13	59	19	9	445
All Other Students	48	4	0	44	5	11	24	55	9	20	6	14	445	346	11	43	20	26	440	12,732	17	52	20	11	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Mathematics Results

School: Farwell Elementary School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1279

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

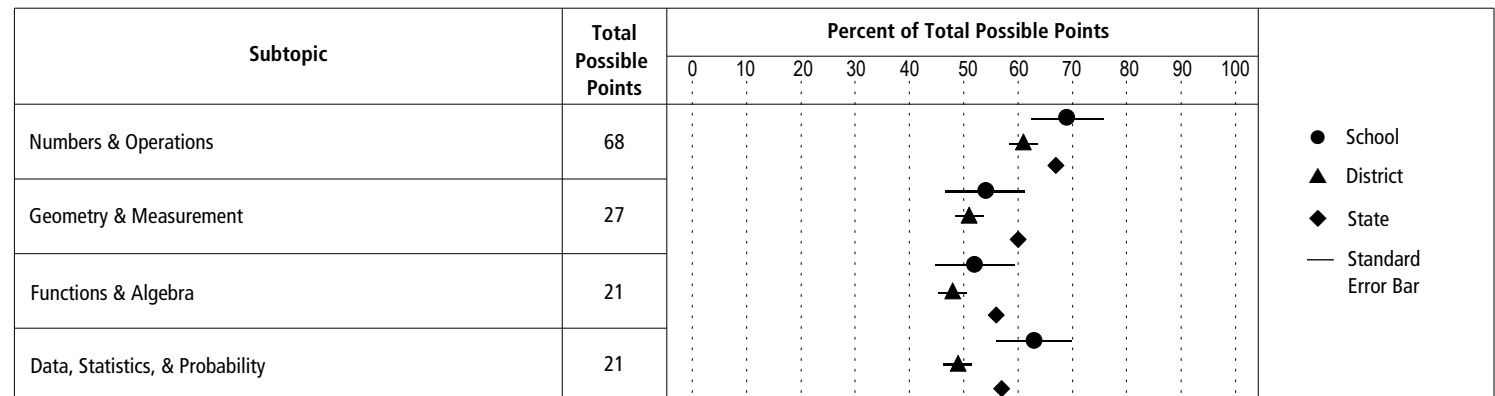
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	42	0	2	40	11	28	22	55	5	13	2	5	448
2011-12	46	8	0	38	8	21	19	50	5	13	6	16	444
2012-13	51	4	0	47	9	19	26	55	4	9	8	17	444
Cumulative Total	139	12	2	125	28	22	67	54	14	11	16	13	445
District													
2010-11	374	8	2	364	60	16	151	41	73	20	80	22	441
2011-12	358	10	1	347	60	17	127	37	72	21	88	25	440
2012-13	367	8	3	356	52	15	137	38	61	17	106	30	439
Cumulative Total	1,099	26	6	1,067	172	16	415	39	206	19	274	26	440
State													
2010-11	13,730	220	94	13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12	13,407	215	77	13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
2012-13	13,323	236	65	13,022	2,541	20	5,944	46	2,639	20	1,898	15	444
Cumulative Total	40,460	671	236	39,553	7,070	18	18,090	46	8,524	22	5,869	15	444





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Disaggregated Mathematics Results

School: Farwell Elementary School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1279

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	51	4	0	47	9	19	26	55	4	9	8	17	444	356	15	38	17	30	439	13,022	20	46	20	15	444
Gender																									
Male	27	3	0	24	3	13	14	58	2	8	5	21	441	187	13	39	16	33	437	6,722	20	45	20	15	444
Female	24	1	0	23	6	26	12	52	2	9	3	13	448	169	17	38	19	27	440	6,300	19	46	21	14	444
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										14	7	36	14	43	436	239	13	39	28	20	441
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						105	7	46	31	16	440
Asian	0	0	0	0										2						198	30	43	15	12	448
Black or African American	7	1	0	6										98	0	24	23	52	428	380	4	34	25	36	435
Native Hawaiian or Pacific Islander	0	0	0	0										0						17	18	53	12	18	445
White	43	3	0	40	9	23	21	53	4	10	6	15	445	240	21	45	15	20	443	11,907	20	46	20	14	444
Two or more races	0	0	0	0										1						176	17	44	23	16	443
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										70	0	11	24	64	424	378	6	29	26	38	435
Former LEP student - monitoring year 1	0	0	0	0										0						13	38	62	0	0	454
Former LEP student - monitoring year 2	1	1	0	0										0						17	29	41	18	12	448
All Other Students	50	3	0	47	9	19	26	55	4	9	8	17	444	286	18	45	15	21	442	12,614	20	46	20	14	444
IEP																									
Students with an IEP	13	4	0	9										76	5	13	14	67	426	2,071	4	23	27	45	432
All Other Students	38	0	0	38	9	24	24	63	2	5	3	8	448	280	17	45	18	20	442	10,951	22	50	19	9	446
SES																									
Economically Disadvantaged Students	37	3	0	34	7	21	17	50	3	9	7	21	443	261	10	32	20	38	435	6,497	11	42	25	22	440
All Other Students	14	1	0	13	2	15	9	69	1	8	1	8	448	95	26	57	11	6	449	6,525	28	49	15	7	448
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	51	4	0	47	9	19	26	55	4	9	8	17	444	356	15	38	17	30	439	13,014	20	46	20	15	444
Title I																									
Students Receiving Title I Services	19	1	0	18	0	0	13	72	2	11	3	17	439	125	4	29	30	38	432	3,936	9	40	30	22	440
All Other Students	32	3	0	29	9	31	13	45	2	7	5	17	447	231	20	44	10	26	442	9,086	24	48	16	12	446
504 Plan																									
Students with a 504 Plan	3	0	0	3										11	9	36	27	27	438	284	13	51	23	13	443
All Other Students	48	4	0	44	9	20	25	57	4	9	6	14	445	345	15	39	17	30	439	12,738	20	46	20	15	444

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.